

The Church School Teacher



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THE CHURCH SCHOOL TEACHER

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Must a Few Words

By THE EDITOR

FEBRUARY 23 is Ash Wednesday and with it begins Lent. What do you plan to give up for Lent this year? If Christina G. Rossetti's Christmas song still rings in your ears, there will be no question. You will want to give up yourself.

"What can I give Him,
Poor as I am?
If I were a shepherd,
I would bring a lamb;
If I were a wiseman,
I would do my part—
Yet what can I give Him?
Give my heart."

For Lent we ought to give up ourselves, like the early Christians in Macedonia, who, Paul said, "gave themselves to the Lord."

One might wonder if Lent actually belongs to us Protestants, we treat it so gingerly. Of course it belongs to us. In Luther's writings about the liturgy, very fittingly in a section concerning the Gospel, he says: "Lent, Palm Sunday,

and Holy Week are continued, not to force anyone to fast, but to retain the Passion History and the Gospels for that season. Not in such fashion, however, that we still have the Lenten Veil, Throwing of the Palms, Veiling of Pictures, and whatever else of such trickery there is . . . Holy Week shall be like any other week save that the Passion History be explained every day for an hour, throughout the week or on as many days as may be desirable, and that the Sacrament be given to everyone who desires it. *For among Christians the whole service should center in the Word and Sacrament.*"

The Lenten Veil to which Luther refers is a blue cloth covering the altar during Lent. Throwing the Palms refers to the Roman Catholic Palm Sunday procession which includes an ass; branches were thrown upon and after the ass. The pictures of saints in the churches are veiled during Lent. All of us are familiar with much of the Roman Catholic "whatever

else." All such "trickery" may appeal to one's sense of the dramatic and mysterious. But it is trickery, nonetheless, because it attracts us away from the real *mystery* of the Gospel, which is that God, once hidden, has revealed Himself through His Son Jesus Christ. The real *drama* is in the Sacrament where our Lord comes to His Church with the gifts of His grace.

Does not God wish above all else to pour upon us His gifts of forgiveness, of deliverance, of eternal life? And are not His means for doing this the Word and the Sacraments? Then, a Lent centered in the Word and the Sacraments belongs to us Protestants. Teachers, if you have been satisfied to teach Sunday school or weekday church school without attending your church's worship services, you need terribly a Lent centered in the Word and Sacrament. And you faithful teachers

who are dissatisfied with your spiritual growth, give yourselves this Lent to the Lord and expect great things.

Give your heart to Christ and let Him return it to you all made over. Christina Rossetti has a word on that, too, in her poem, "Christ Can Give Thee Heart":

"But Christ can give thee heart
who loveth thee:
Can set thee in the eternal ecstasy
Of his great jubilee:
Can give thee dancing heart and
shining face,
And lips filled full of grace,
And pleasures of the rivers and
the sea.
Who knocketh at his door
He welcomes evermore:
Kneel down before
That ever-open door
(The time is short) and smite
Thy breast, and pray with all thy
might."



Director's Column

By R. A. VOGLEY

American Lutheran Church

It Was For Me

OTHER articles in this issue emphasize the importance of the spiritual deepening and renewal which can be mine and yours, each teacher's, each Christian's, during this Lenten season. We need this for our spiritual well-being.

Both your worship and your lesson preparation can bring you to a greater realization of the wonder of Christ's love and saving grace in our behalf.

It Was For Others

Others too, need this experience. Just as the pastor plans carefully his Lenten services, so the teacher should plan as carefully as possible his lessons during this season of the Church Year.

Your Class

You pray for your class but during Lent pray even more personally and more frequently. If you have not visited the members of your class in their homes do so during Lent. If you are teaching the American Uniform lessons you have an additional advantage this year both in class and in your contacts with the homes. Your teach-

ing should be a personal testimony. It dare not be a mere recital of the facts of Christ's passion. Pray that the hearts of your pupils and their parents may be opened to the real meaning of His suffering and death. Emphasize the importance of the daily devotions as day by day we follow Him as He pays the price of our salvation.

The Unchurched

Christ died for all. Surely there are other children and grown-ups in your area who do not know the saving love of Christ. He wants them to be in "His fold." Emphasize this in your lessons. Encourage the members of your class to invite others. Is there some boy or girl or youth or man or woman whom you can invite? Christ said "You shall be My witnesses." Do this in the power of the Holy Spirit which Christ promises His followers.

The Board of Parish Education

I want you to meet the members of the Board of Parish Education of the American Lutheran Church. They are

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 of Christian Education at Wart-
 burg Seminary

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I also want you to meet the
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 nia

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 Northwestern

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 consin

Representatives' Meeting

Our Board will meet with the
 Chairmen of the District Commit-
 tees at the DeKoven Foundation,
 Racine, Wisconsin, January 31-
 February 1, 2, 1955. This is an
 important meeting. Your District
 Chairmen report your needs and
 your reactions to the program of
 Parish Education. With their re-
 ports in mind we then plan to-
 gether the details of our work for
 1955 and look ahead to 1956.

1955 Church Workers' Institutes

It is not too early to make your
 plans to attend one of the Church
 Workers' Institutes and Triple T
 Workshops in 1955. A great deal
 of planning was already done in
 1954 so that you would receive the
 maximum of benefit for your work
 as a teacher when you attend one
 of our Institutes. Our general
 theme is "Effective Teaching." As
 consecrated teachers you want to
 be effective teachers. Make your
 plans so that you will be able to
 attend one of the Institutes listed
 below:

Seguin, Texas—June 5-10, 1955

Midwest—Le Mars, Iowa—
 June 26-July 1, 1955

Tri-District—Columbus, Ohio

June 27-July 1, 1955	1955
California—July 10-15, 1955	Wisconsin—July 17-22, 1955
Northwestern — July 17 - 22,	Minnesota—August 7-12, 1955

Lives that Bless

Lives that bless are those that channel a bit of heaven into the experience of others. We are reminded of such names as Abraham, Moses, Elijah, Paul, Augustine, and Luther of the past, and Schweitzer and Tagawa of the present.

As we think of those mentioned—and the list could be increased to any desired length—we find certain things that characterize them all. First, there was for each one a vital contact with God. He was real to them, both as sovereign Lord and the God of Grace. Second, there was the absorption of self into the greater work to which they were convinced they had been called. Third, life was spent in the interest of others. Here, then, is the *sine qua non* of any life that is to be a blessing; and we can test our life by those conditions, and see how it registers.

—From *The Ceaseless Quest* by VICTOR E. BECK

A Model Prayer for the Christian Teacher

By C. E. LINDER

HOW shall the Christian teacher pray as he prepares himself to teach and as he steps before his class? Is there a prayer, possibly in the very words of the inspired Scriptures, which he may use as a model? Are the words of David in Psalm 51:10-14 such a model prayer?

"Create in me a clean heart, O God."

To be a teacher approved by Thee, O God, I must have a clean heart, for "the Lord looks on the heart." To perceive Thee and Thy will aright, give me a clean heart, for only "the pure in heart shall see God." To stand in Thy stead before my class, make me pure as Thou art pure. To love truly those whom I teach, help me to "love with a pure heart fervently." That my teaching may help others to be pure in heart and faith and life, cleanse Thou my heart. Since Thou alone canst purify my heart, I pray, "Create in me a clean heart, O God."

Dr. Linder is Editor-in-Chief of Church School Literature for the American Lutheran Church. His office is in Columbus, Ohio.

"And put a new and right spirit within me."

To speak to others, for Thee, O God, my heart must be in tune with Thine. My inmost spirit must be right with Thine. Only so can I think Thy thoughts after Thee. Only so can I feel about everything as Thou dost. Only so can I freely say and courageously do what pleases Thee. Only so canst Thou use me to put a new and right spirit in those whom I teach. Because my spirit does not stay right with Thine I pray ever and again, "And put a new and right spirit within me."

"Cast me not away from Thy presence."

As a teacher, O Lord, my task is to lead others into Thy presence. Should my teaching fail to bring them into Thy presence, O Christ, it has fallen short of its very purpose. But if I am to lead others into Thy presence, O Lord, then I, too, must enter there. Yet who am I that Thou shouldst grant me an audience! How can I, unholy as I am, stand in Thy presence! I can only cast myself on Thy mercy and grace in Christ Jesus and pray

Cast me not away from Thy presence."

"And take not thy holy Spirit from me."

Only Thy Holy Spirit, O Lord, can beget and sustain the Christian faith in me. Thy Holy Spirit alone can give me the correct understanding of Thy Holy Word. Only by the power of Thy Holy Spirit can I communicate Thy saving and sanctifying Word to others. And by Thy Holy Spirit alone can they whom I teach understand, believe and obey Thy Word. Indeed, they and I would be utterly helpless shouldst Thou take Thy Holy Spirit from us! Therefore, like David who saw what happened to King Saul when Thy Spirit was taken from him, I earnestly plead, "Take not thy holy Spirit from me."

"Restore to me the joy of thy salvation."

Like the Christmas angel, I, too, O Lord, am to bring to those whom I teach the "good news of a great joy." What other news can bring the sinner such great joy as the Good News that Thou art willing for Christ's sake to forgive him all his sins and to receive him back as Thy beloved child? But how can I persuade other sinners to believe this joyful news unless they can detect in the radiance of my face, in the tone of my voice, in the glow of my whole being that

I, too, have experienced the great joy of Thy salvation? So, each time ere I tell the Good News to others, I return to pray, "Restore to me the joy of thy salvation."

"And uphold me with a willing spirit."

What an honor, O God, it is to be asked to teach others the saving knowledge of Thy Word! What an opportunity this affords me to show Thee my heartfelt gratitude for having saved me! How willing my spirit ought to be to serve Thee and others as a teacher! But, Lord, Thou knowest how the routine of recurring preparation and teaching, the apparent disinterest of some whom I teach and the haunting fear that I am accomplishing little, weigh on my spirit. Unless Thou, O God, wilt revive my sagging spirit, my teaching will soon lose much of its strength and joy. So, ever and again, I return to Thee with the earnest petition, "And uphold me with a willing spirit."

"Then will I teach transgressors thy ways."

If Thou wilt create in me a clean heart, O God, and put a new and right spirit within me; if Thou wilt not cast me away from Thy presence and not take Thy Holy Spirit from me; if Thou wilt restore to me the joy of Thy salvation and uphold me with a willing spirit, then, like Jacob at

Bethel, I vow that "I will teach transgressors thy ways." Only grant me grace to be able to pay this my vow and to the best of my ability to teach the members of my class not my ways but Thine.

"And sinners will return to thee."

If Thou, O Lord, wilt grant me these petitions, then will I claim Thy gracious promise that Thy Word shall not return to Thee empty, but shall accomplish Thy purpose. Then, too, will I be cheered with the satisfying confidence that Thou wilt use my feeble efforts to persuade sinners to return to Thee. Then shall the vision of sinners returning to Thee be the sole purpose and motive as also the abounding reward of my teaching! "And sinners will return to Thee." What more could a Christian teacher want?

"Deliver me from bloodguiltiness"

As to Ezekiel, so to every Christian teacher dost Thou, O Lord, still say, "If I say to the wicked, O wicked man, you shall surely die and you do not speak to warn the wicked to turn from his way, that wicked man shall die in his iniquity,

but his blood I will require at your hand." Thus, alas, when I fail to teach a member of my class all that he needs to know to be saved, and consequently he is lost, must Thou in part charge his loss against me! How needful, therefore, it is for me to pray regularly, "Deliver me from bloodguiltiness, O God, thou God of my salvation"!

"And my tongue shall sing aloud of thy deliverance."

Make and keep me a faithful teacher of Thine, O Lord, so that I may at all times say with Paul "I am innocent of the blood of all of you, for I did not shrink from declaring to you the whole counsel of God." Above all keep me ever mindful of how faithful and just Thou art to forgive my sins and to cleanse me from all unrighteousness by the blood of Jesus Christ Thy Son. Fill my heart with the joy of Thy salvation, "and my tongue shall sing aloud of thy deliverance." Yea, "O Lord, open thou my lips, and my mouth shall show forth thy praise." In Jesus' name. Amen.



4 Christian Growth Easter Service

By RUTH SWANSON

EASTER in the Beginner and Primary departments—a happy time and a sharing time!

In the current material the Easter story is planned for the first Sunday of the quarter. If no adjustment is made that will be taught on Palm Sunday. However, the suggestion has already been made (December CHURCH SCHOOL TEACHER) that the lesson sequence be followed as given and Easter Sunday left for special services.

Learned in Class

A simple, rather impromptu program can be arranged to be given in the department room with parents as guests. The Christian Growth Series pictures together with songs and verses learned in class will facilitate this culmination of the study of the Holy Week-Easter story. The following suggestions have been planned with

a combination of the nursery, beginners and primary departments in mind.

The entire group should be seated at the front of the room, as much like a regular class session as possible. On an easel, at center front, the pictures to be used should be placed one on top of the other in this order:

The Pictures

1. Triumphal Entry—B II No. 12
2. The Empty Tomb—B II No. 13
3. The Good News—B II No. 14
4. On the Road to Emmaus—P II No. 8
5. The Hope of the World—P II No. 5

Note: The code following each title above refers to the Christian Growth Series pictures. E. G. B II No. 12 refers to picture number 12 of the Beginners II set.

Miss Swanson is a member of the staff of Augustana's Board of Parish Education.

The five primary children who have individual speaking parts and the leader should be seated near the easel. During the presentation the pictures will be changed at the time indicated.

A piano prelude helps quiet the group as children and parents are gathering. "Singing for Jesus, Our Saviour and King" may be used and the service would open with all the children singing the first verse.

The Prayer

The leader then will lead the group in prayer similar to the suggestion in the Primary Teacher's Guide (Lesson 1, third quarter) and the service will continue:

Nursery department: Song—"Praise Him! Praise Him!"

Leader: People sang praises long ago, too. Every spring, people came to Jerusalem to celebrate the Passover. Boys and girls and their fathers and mothers came from far and near. Everyone was happy and gay. Jesus was going to Jerusalem, too. (Indicate first picture) The people ran to welcome Him when they saw Him. They spread leafy branches in His way and shouted for joy, praising Jesus. What did they say?

Beginner department: Choral reading of Mark 11:9-10.

Nursery department: Song—"Love Him! Love Him!"

First Primary Child: But there were some people who didn't love Jesus. They treated Him badly, even put Him to death and buried Him. His friends were sad because He was no longer with them. That happened on the day we call Good Friday.

Second Primary Child: Of course, His friends were sad. But they were surprised and were made happy again early in the morning of Easter day.

Third Primary Child: The women were going to the garden where Jesus was buried to put some sweet-smelling spices in the tomb. On the way, they wondered who should help them roll the stone away. When they came to the tomb they saw the stone had been rolled away. (Indicate second picture) The body of Jesus was not there; instead there was an angel who said "Do not be afraid!" Then he told them the wonderful news.

Beginner department: Choral reading of Mark 16:6.

Fourth Primary Child: Those women didn't keep the good news to themselves. They hurried through the garden and told all their friends and everyone they met. (Indicate third picture)

Beginner department: Song—"On That First Glad Easter Day".

Fifth Primary Child: We learned last Sunday that many people saw Jesus after that Easter morning.

Leader: Yes, that very day two disciples were on their way to the little town of Emmaus. (Indicate fourth picture) As they were talking about all the things that had happened, Jesus came and walked with them. Later, all of His disciples and other people saw Him, too. Everyone was happy that He was alive again.

Primary department: Choral reading of Revelation 1:18.

Leader: That makes us happy too. We know Jesus is alive and that He will be with us always.

Nursery and Beginner departments: Song—"Jesus Made Easter a Happy Day".

Leader: That is really wonderful news, isn't it? And we must do just as the women did on Easter morning. We must tell the

good news to everyone—(indicate fifth picture) to those near us and to those far away. Jesus loves all people wherever they are.

All three departments: Songs—

"Jesus Loves the Little Children".

"Easter Day, Glad Easter Day".

The leader might then lead the group in prayer similar to the suggestion in the Beginner Teacher's Guide (Lesson 1, third quarter) and the service will close with everyone singing the first and last verses of "Beautiful Saviour".

Note: All the songs used are found in *Songs For Children* except "Jesus Made Easter a Happy Day" and "Jesus Loves the Little Children". "Jesus Made Easter a Happy Day" is found on page 209 in the teacher's manual for Bible Storytime. The words for the latter, which may be sung to the tune of "The Battle Hymn of the Republic", are found in the leaflet for Lesson 9, second quarter.

How well do we convey the Christian message?

"Not one person in a thousand knows a good thing when he sees it. Without salesmanship and advertising, we would still be a nation of bicyclists."

Plan Your Vacation Early

By THE EDITOR

WHEN I first came to the Augustana Board of Parish Education in 1948 I heard people bubbling over about a Sunday school convention which had been held at Des Moines, Iowa. "And the Lutheran meetings," they said (the convention program had provided for denominational sessions), "were best of all."

"Hm," thought I, keeping silent like children and strong men should.

Toronto

A few years later the World Council of Christian Education held a convention in Toronto, Canada. Teachers came from all over the globe. The Lutherans got together for an evening session there, too, and had a wonderful time. After the convention was over all said: "Great experience. Wish all our teachers and pastors could have been there!"

"Ahem," said I, vocal at last, "May I say a word, namely that I agree?" No one objected, so I said it.

Now comes another quadrennial convention. This one will be on the breeze-swept shores of Lake

Erie at Cleveland, Ohio, next July 27-31. Even the most conservative should be willing to recommend it, if for no other reason than on the basis of past performances. I am glad to go way out on the limb by saying that if you want a different kind of vacation this year join the 10,000 church school teachers who will go to Cleveland.

The Program

Do you want to know a little bit about the program? Well, you should arrive in Cleveland on Wednesday, July 27, and get yourself registered as quickly as possible and then begin visiting the exhibits. That evening you will join the thousands who will listen to the keynote address by Dr. Ralph W. Sockman. The subject will be the theme of the convention: "Home and Church—Teach Christ Now." After his address you will see an historical dramatization.

The next day, Thursday, you will get up real early and start looking at exhibits until 8:30 when you will drift into the assembly hall to listen to fifteen minutes of organ music followed by fifteen

minutes of worship and prayer. At 9:00 there will be a song fellowship, at 9:10 guided Bible reading, at 9:20 a presentation entitled "Christ Opens the Bible Now." At 9:50 there will be more Bible reading and then after a short recess you will be invited to attend one of 86 interest groups which will convene simultaneously.

The theme for the Thursday sessions is "The Bible."

Milton, Reinartz, Fallaw

In the afternoon you will attend the Lutheran meeting which will be held from 2:30 to 5:00. A wonderful program is being set up for that afternoon. We'll let you know more about that later. But I can tell you that Dr. John Milton of Luther Seminary will give a Bible study each day during three days of the convention and there will also be practical hours for church school teachers under the leadership of competent persons.

Thursday night Dr. F. Eppling Reinartz of the United Lutheran Church will speak at the plenary session on the topic, "Incitement to Indictment." Dr. Reinartz is a great speaker and alone would be worth the trip to Cleveland.

On Friday the theme will be "Home and Church." Featured on that day's program will be Professor Wesner Fallaw. The entire afternoon and evening will be given over to our Lutheran meetings. On Saturday the general theme will be "Outreach" and on Sunday in addition to regular church services there will be a full program closing in an evening session with the Rev. Charles B. Templeton as speaker.

A little later on in the columns of THE CHURCH SCHOOL TEACHER we will furnish you a complete program. But this is just to whet your appetite and to get you to start saving your money for the Cleveland convention.

Lift of the Month

A little girl was once asked to write an essay on boys. She wrote: Boys are noisy, pesty, and dirty. They hate soap and never wash themselves. They have bugs and worms in their pockets. I don't want to play with them. But girls are nice. They are quiet and play together in a ladylike way. My daddy must have been a little girl when he was a little boy because he is so nice.

Contributed by VERNON RYDING, Chicago

Faithfulness Is Twice Blessed

By WOUTER VAN GARRETT

THERE were twelve of them.

They were juniors. And they were boys. They had had a teacher but his term of service was short because he moved out of the community. After that the superintendent did the best he could. He seemed unable to find anyone who was willing to take the responsibility of teaching them regularly. So they had substitutes, a different one almost every Sunday. And the situation was getting worse by the week.

Finally, as if in answer to serious and earnest prayer, a young man came along who accepted the challenge. The first Sunday was a rather rough one but he stood up to it, and after that one could see an improvement each Sunday. And the day came when those twelve boys were the model group in the whole School.

Unhappy Beginning

It is a story with an unhappy beginning. For the new teacher began by giving the class a good scolding. He had not planned anything like that but within ten minutes after he had started, those boys had tried every trick on him. You see how far they had slipped in dis-

cipline and respect for the School.

He decided to explain to them just why they were there. If anyone was determined that he didn't want to learn anything about the Christian life then he had better stay at home. This was the House of the Lord and as such it deserved a certain reverence. He was to be the new teacher and he intended to be a good teacher but he was going to have their co-operation.

"Gee, that guy's tough," whispered the class bully to his nearest understudy, "but maybe he's got something."

From that moment on, those twelve boys began to draw more and more closely about their teacher. It was not so much what he taught them, even though he gave them well-prepared lessons, but it was what he lived before them. The hour in Sunday school was just one among many; his interest and effort followed them every day of the week.

Knew About Each One

He took hikes with them, took them swimming, went fishing with them, joined in their hobbies. And in every single activity he showed himself a fine Christian gentleman.

In a matter of a few weeks he knew all about each one of the boys, what his interests were, his hobby, his home background, and his problems, if he had any.

I was walking down the street with this teacher, and four times he stopped a moment to ask a question, offer a suggestion, or make a comment to some boy we passed.

"Is your mother better, Dick?" I heard him ask a bright-looking boy who smiled his reply.

"Did you make the team last night?" he asked a second boy. "Congratulations! I'll be down to see you play. Make it good!"

And so it went. The expression on those boys' faces revealed the deep respect and affection they had in their hearts for him.

Occasionally he was called upon to settle some dispute between

some of his boys and he always did it with such a degree of fairness that they accepted his decisions as final. He was in constant touch with them all through the week and they looked forward to every minute that he spent with them.

Class attendance was generally one hundred percent. If any member was absent without a reason a special committee was soon on its way to bring him in.

No class is hopeless! But it may require a great deal of effort, and patience, and diplomacy, and prayer. Never overlook the power of prayer! And when the class responds, the satisfaction far outweighs all the effort it entailed. The Lord blesses persistent and sincere Christian endeavor. He blesses both the pupil and the teacher.

Christian education is a process of living, not just sitting and listening.

A Very Useful New Testament

By ARNOLD H. NELSON

THIS month an offering will be received in some churches for the work of the American Bible Society. Perhaps most of us teachers think of the society as an agency for mission work only. However, this "mission work" should be elaborated. The society prints the scriptures and portions of the scriptures for the aged as well as for the blind, for military personnel and for visitation teams, for professors and for students.

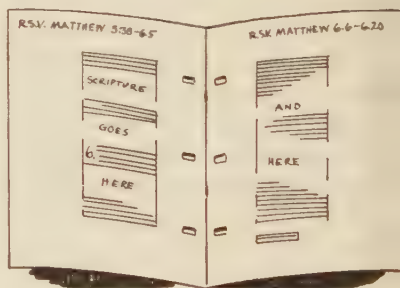
A Student's Edition

For students, yes! Every Sunday school teacher is a student of the Bible. We have many "teachers' editions" of the Bible with Bible dictionaries, maps and concordances and cross references but not many real students' editions.

The American Bible Society is trying to remedy that. A loose-leaf New Testament in the Revised Standard Version of 1946 can now be had from the offices in Chicago, New York, Dallas and San Francisco.

This New Testament comes in 21 wire stitched signatures or sections, punched for a three ring loose-leaf notebook. The pages are

8½x11 inches with margins of five inches for notations on the side and two inch margins at the top and bottom of the page. The type is an easy to read long primer not unlike the type in the *Lutheran Companion* although it is a little larger and bolder.



Like all RSV testaments and Bibles it has some cross references in the bottom margins. Some of the advantages that come to mind are these:

1. you can take notes without crowding
2. there is plenty of room for your own outline
3. loose-leaf notebook paper can be tipped in for special study and teaching outlines

4. as a companion testament to your Christian Growth Series lessons, you can mark the passages listed in the lessons in the testament, thereby making for yourself the beginnings of a personal commentary written for children of whatever age you are teaching.

Since 1941, I have had a similar Wide Margin New Testament using the American Standard Version of 1901. It has been a great help and convenience in both teaching and preaching. I cannot recommend this new edition with the ASV too highly. Price \$3.50 postpaid.

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terville Lutheran Church, Munterville,
Iowa.*

Reverence

It is reverence that teaches us that we must be humble before God and all the facts of life. But it is Christ and the cross of our Lord that have given us the key which can open doors that are otherwise locked. Education that has no reverence becomes a proud manipulation without responsibility. Life without reverence sinks into low levels. What we call secularism is simply life without reverence; it has lost its sanity and balance. It has no point of reference beyond its own self-conceit.

—From *The Cross Is the Key* by CLIFFORD ANSGAR NELSON

Let's Get Together!

By ERNESTINE SANDEN

PASTOR, do you often feel that the confirmands haven't the background which you would like them to have?

Church School Teacher, do you sometimes feel that the work in your class is last of the intermediate's list of important activities?

Scout Master, Luther League Counselor, and Interest Group Leader, are you struggling to maintain a program of activities which will be interesting to intermediates?

A Tragic Situation

Parents, are you constantly urging your intermediate youth to take part in the various activities the church sponsors for him?

A tragic situation exists in the church life of many intermediate young people. They are expected to be interested and active in what seems to them to be several different programs competing for their time and talent. They are given little opportunity to make their own plans and therefore begin to resent the adult domination in the church. Could it be that our disunity of approach to the work

with these young people is partly responsible for their disinterest in the church following confirmation?

Leaders of intermediates, let's get together! It is time now to sit down together and outline our plans for a united approach to the seventh, eighth, and ninth graders with whom we will work during the coming church school year.

First Consideration

What will we consider as we teachers meet together?

Our first consideration will be the intermediates themselves. Perhaps we will spend one session in an initial attempt to visualize the needs of our particular intermediate group, needs which our program in the church should help them to meet.

We must have a loving understanding of each intermediate young person in order to give him the best possible guidance. We could by answering the following questions about each youth?

1. For what is he enthusiastic? Why? What does it tell us about his interests and abilities?

2. How much of his actions are meant to cover his desire for friendship and understanding?

3. How is he known to his parents? To his brothers and sisters?

4. What does his home offer him in Christian atmosphere and cultural background?

5. What kind of a public school is he attending, progressive or traditional? Why does this make a difference?

6. How does he use his leisure time, in active participation or in vicarious entertainment?

Group, Friends?

7. To what informal social group does he belong? How well does he participate?

8. What is his influence on his special friends? What is their influence on him?

9. What are his topics of conversation? What do they tell you about his needs?

10. Who are his adult heroes? What does this tell you about his ambitions?

11. How much of his clumsiness, laziness, self-consciousness, and lack of poise can be traced to the rapid growth and physical change of adolescence?

12. How are his special needs being met—personal independence—worthy achievement—friendship and understanding?

13. How can we, through the church help him to grow toward maturity in fellowship with God?

A notebook with separate pages for each young person would be a systematic way of recording our findings and thoughts. These should be kept up-to-date and be accessible to each worker with the intermediates.

Second Consideration

Our second consideration must be a unifying aim for our work together. For this it will be best to turn to the church school curriculum. On page 4 of each Teacher's Guide of Intermediate II of the Christian Growth Series, we find a worthy statement of Desired Outcomes for our total program. It can be stated in one sentence as follows: That we and the intermediates with whom we work shall grow in fellowship with God, in faith in Jesus Christ as Saviour and Lord, and in the expression of that faith in Christian living both personal and social.

It is well for us to study the quarter by quarter plan for Intermediate II. Here it is:

First Quarter—What's in the Old Testament? Adam to Samuel

Second Quarter—What's in the Old Testament? Saul to Malachi

Third Quarter—How Old Am I? (The specific purpose of this

quarter is expression of Christian faith in living.)

Fourth Quarter—Our Church Working—My Church at Work

We shall use the first two quarters for an example of what we mean by such planning and integration. These twenty-six weeks are a thorough and systematic study of the Old Testament. The purpose of this study is to point the way to Christ by showing the failure of God's people to live satisfactorily apart from redemption.

Working Together

The integration of our work during these quarters could be very simply planned. The pastor will find it profitable to work closely with the church school teacher of the confirmands. Perhaps the study could be so arranged that the Bible history is pretty much left to the church school class and the application to life as summarized in the catechism study be carried out in the pastor's class. The Ten Commandments and the Apostles' Creed are studied consecutively in these two quarters.

A boy scout who is working toward his Pro Deo Et Patria award could be guided to make a detailed time line showing the chronological order of the events in the Old Testament which lead up to the

coming of Christ. He might also make a set of maps illustrating the various periods of Old Testament history. Either of these projects would add valuable equipment to the church school library.

The materials prepared for the Children's Missionary Society for the two quarters presents "The World's Need Christ" in the different parts of the world in which our church does mission work. So the children's leader of the Women's Missionary Society will also be co-operating in this united approach to intermediates.

The confirmation or junior high league can give opportunity for further discussion of questions raised in the study of the Old Testament and its application to life today. More understanding and background can be given through the use of related films and filmstrips. The very finest form of integration would be the actual carrying out of application activities which have been suggested to these young people through the study and discussion.

Even the Junior Choir could fit into this integration by learning songs which carry out the theme of the quarter. These songs would add much to all the worship experiences of the quarter.

As we work together more need for integrating our entire program will appear. Soon we will face the

question of how to deal with the problem of adult domination in all phases of the work.

How shall we bring the intermediates into the planning as well as the carrying out of the work? This can be done through the organization of an intermediate or junior high council. Its membership would be composed of one intermediate from each church school grade and one from each of the other groups in which the intermediates are active. Each group would elect its own representatives to the council. There should also be three adult advisors, one from the church school, one from the related groups, and one parent. The pastor would be an advisory member.

What would a junior high council do? It would have monthly meetings. It would have a president, vice-president, and secretary who are elected by the group for a short term of possibly six months. The monthly meetings would consist of:

1. Brief devotions led by a young person and only occasionally by one of the advisers.

2. The minutes of the last meeting with a roll call.

3. Reports from the groups represented. These would include the sharing of experiences in the groups, plans for the next month, and possibly a question or sugges-

tion which the group wishes discussed by the council.

4. Reports of special committees of the council. As the work of the council progresses various committees will be put into action to study questions and suggestions given and report findings at the next meeting.

5. Clearing the calendar for the next month. One of the chief tasks of the council would be to enter all the special dates on a large calendar along with the general church events and all activities which involve the intermediates. No two events can be scheduled for the same time. This will eliminate the over-lapping of activities for intermediates.

6. Planning of joint activities. As the council grows in its task, it will find it possible to plan all-group activities. Why shouldn't the intermediates have one very well planned Christmas party instead of several small group parties? The possibilities are great in the joint planning field.

What would the adult advisers do? The success of this council would depend largely upon the adults who work with the group. They must be ready to help whenever a need is felt. When suggestions are needed they will make several so that there is the opportunity to make a choice. They

will make themselves available to advise at times other than the monthly meetings.

The adviser from the church school will help the representatives from the church school to bring plans, questions, and suggestions to the council and to bring back to the church school the plans made by the council. The adviser from the other groups represented will do likewise. The adviser representing the parents will see that the parents of intermediates are informed on the workings of the council and any plans made which will need their help and support.

The spirit in which this junior high council work is carried out is of uttermost importance. Good humor and love are the ingredients which will make it successful.

Intermediate leaders, let's get together! Together we can overcome the disunity of approach which youth can not understand. Together we can bring the young people into the planning of their own program in the church and thus overcome their unhappy feeling of adult domination.

Miss Sanden is a member of the Staff of the Board of Parish Education.



Cleanings

By AXEL V. BECKMAN

MOSLEM MISSIONARY PLANS

Christian people, who long have permitted themselves to believe that theirs was the only religion with world-missionary aspirations and that, therefore, all people would eventually come to the Christian point of view, are receiving recurring reminders these days that this is not necessarily true. Recently this column reported on the World Conference of Hindus, with its missionary hopes, as well as the newly-acquired missionary spirit of American Judaism.

The October issue of *Moody Monthly*, quoting the Cairo daily *Al Akhbar*, states that a plan for a unified Moslem missionary drive will soon be put into operation in several sections of Africa in which Christian missionary activity has been particularly strong. These sections, among them fields in which Lutheran churches have been at work, are found along the coast (and somewhat inland) of the Mediterranean Sea, and have had some Moslems in their population since the 7th and 8th centuries. During the past 200 years considerable communities of Moslems from India have sprung up in these areas. That their presence

has been felt among the natives is apparent by the number of conversions to Islam during the past year.

Behind the missionary endeavor are the premiers of Pakistan and Egypt and the king of Saudi Arabia, who, describing the Christian missionaries as the "vanguard of imperialism," have been able to convince other leaders that the Moslem faith should be brought to every part of Africa.

RUSSIAN ANTI-RELIGION CRUSADE SPREADING

Contrary to assurances from churchmen who have returned from conducted tours through Russia to state that religious freedom is permitted there, other reports continue to leak out which describe an increasing antagonism toward religion. Decrying the fact that the public participates in religious observances and that there has been too much slackness in promoting atheism, the press and radio have joined in ridiculing not only the Christian faith but Moslem religious fasts and ceremonies as well. Insisting that religion is nothing but "a mass of superstition," the articles and broadcasts urge that anti-religious propaganda "be

waged systematically and with persistence."

SOLUTION TO JUVENILE DELINQUENCY

"Were your children in church Sunday?" is the question being asked on posters put up by the police department of Knoxville, Tennessee. "If not, why not? Will you help us deal with juvenile delinquency?" In this way the department, assisted by associate members of the Fraternal Order of Police, has instituted a campaign to get young people and their elders into the local churches.

This presupposes, of course, the readiness of the churches to provide the kind of education and program which will captivate the mind and interest of today's adventure-seeking youth. That the need is here, there is no doubt. It is reported that while the number of young people between the ages of 10 and 17 has risen only 6% in the period from 1948-1952, juvenile delinquency has risen 29%. In New York City alone, the arrests of children under 16 years of age are 17.2% higher this year than last.

While the Church cannot be the sole bulwark against juvenile delinquency, a list of causes prepared by Mr. J. Edgar Hoover does include the Church, and indicates somewhat the approach that must be made. Mr. Hoover states that

7 out of 8 children quit church and Sunday school before they reach the age of 15, and that children spend 8 times as many hours at the movies as at religious services.

It is to be hoped that more extra church organizations will begin to realize the vital role that the Church can play in meeting this growing problem. But it then becomes increasingly imperative that the Church leave nothing to be desired in presenting to today's youth the story of life's most thrilling adventure of all, the adventure of the life in Christ.

Medics Deplore "Spiritual Illness"

While noting that the physical and mental health of Americans is relatively good, a noted Florence, S. C., pediatrician has emphasized that "there is evidence of spiritual disease." Dr. Julian P. Price, speaking before a meeting of the American Medical Association at Miami, Florida, spoke very pointedly in describing this spiritual disease, stating that the symptoms include laxness of morals in our national government in recent years, the hold which organized vice has upon legislative and social life, dishonesty and corruption in various state and local governments, the increase of the crime in our teen-age population, the effort made by many to cheat on their income taxes, the high use of alco-

alcoholic beverages and increasing theistic thinking.

"It is my sincere belief," Dr. Price stated, "that the greatest need of our country today—and of our profession—is a spiritual rebirth, a return to God and His eternal principles. And the rebirth must come in the heart of the average citizen—and in the average doctor of medicine."

Best Homemaker

A Lutheran Sunday School teacher has been named the United States' "most successful homemaker of 1954." Selected by a group of five judges, among whom was Mrs. Ivy Baker Priest, Treasurer

of the United States, Mrs. Hubert G. Olson, of Bloomington, Minn., was the recipient of this honor at a special luncheon in Chicago. Mrs. Olson has taught Sunday School for several years and has also directed a junior choir in her home church.

Mrs. Olson was selected on the basis of a letter submitted by her husband, superintendent of the consolidated schools of Bloomington. The judges were impressed by the simple and natural development of religion and fine standards in the Olson home "because of her fine example and teachings," as well as by her participation in such community endeavors as Mother Singers and Cancer Drive.

What Is Prophecy?

The basic element in prophecy is *preaching*, the speaking for God which can also be described as "forth-telling." It is the preaching of the Word of God, which contains the will of God for a definite historical situation; preaching to the people of the time in which the prophet lived. Prophecy must not be made synonymous with the revelation of new truth: it was not necessarily or always a new message; it might be that, but it was often rather the application of God's will as revealed in the covenant with Israel to a new situation.

—From *The Psalms*, by JOHN P. MILTON

Johann Sebastian Bach

By JOHN O. LANG

BACH was "the greatest of Lutheran composers." So states the Handbook to the Hymnal issued by the Episcopal Church.

Born March 21, 1685

Johann Sebastian Bach was born at Eisenach, Germany and was the greatest among a family of musicians. He took his first violin lessons from his father and while yet quite young studied organ at Luenenberg. In 1723, he became director of music at St. Thomas School at Leipzig and director of music in St. Thomas and St. Nicholas churches in that city. Here he composed his famous religious music. He died on July 28, 1750. During his lifetime, his works were little known outside of Germany, but since that time his name has become one of the great names if not *the* great name in church music.

Bach was a deeply religious man, and the German poet Goethe said of him: "In Bach's works, eternal harmony carries on a dialog with

itself on what God felt in His bosom shortly before the creation of the world." But Bach was not only a religious man, he was definitely a Christian man whose religion was centered in the cross of Jesus Christ. Two of his best known compositions were "St. Matthew's Passion" and "St. John's Passion," musical settings of the Passion History as recorded by these two Gospel writers. In "St. Matthew's Passion," we have that majestic Bach rendering of the Passion Chorale, "O sacred Head, now wounded."

Mass in B Minor

Bach is also famous for his "Mass in B Minor" which may cause some Lutherans to lift their eyebrows and exclaim, "Did Bach become a Catholic?" No, he did not, and his "Mass in B Minor" is not at all Catholic. "Mass" was an old term for Holy Communion which used to be used also in the Lutheran Church (It is used in the Augsburg Confession), and the "Mass in B Minor" is a collection of musical settings for the Kyrie (Lord, have mercy upon us), the Gloria in Excelsis (Glory be to

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od on high), the Nicene Creed, the Sanctus (Holy, holy, holy, Lord God of Sabaoth) and the Agnus Dei (O Christ, Thou Lamb of God) all of which are found in the Lutheran Communion Service, and for that matter, also in the Catholic Mass. In addition to the above named works, Bach also wrote about 200 cantatas.

J. J.—S. D. G.

At the head of each composition, Bach always wrote the letters J. J. and at the close of each the letters S. D. G. The J. J. stood for the Latin words, "Jesu Juva" or Jesus, help" and the S. D. G. for "Soli Deo Gloria" or "To God alone be glory." A man who begins each musical composition by imploring the help of Jesus Christ, his Saviour, and in the end gives all glory to God, is the kind of man we should want to give us music for our church services. Those of you who have watched Bishop Sheen on television have noted that before he writes anything on that blackboard, he writes the letters J. M. J. meaning "Jesus, Mary Joseph" but if you are inclined to put a Catholic label on Bach because of his "Mass in B Minor" please note that his compositions did not begin J. M. J. but J. J., imploring only the help of Jesus.

So far as hymn tunes are concerned, Bach did write 16 original ones, but his connection with hymn tunes is largely that of harmonization. Someone has called attention to the fact that while the name of Bach appears four times in the music of the Methodist Hymnal of 1939 and 15 times in the Episcopal Hymnal of 1940 it does not appear even once in the American Lutheran Hymnal.*

What should be noted, however, is that the hymn tunes with which the name of Bach is associated in both the Methodist and Episcopal hymnals are not original tunes by Bach but his harmonizations of already existing hymn tunes. Bach's harmonizations are primarily for choirs, and therefore are not so well suited to congregational singing, and that is no doubt the reason why they do not appear in the American Lutheran Hymnal. You will note that our musical setting of the "Sanctus" (Holy, holy, holy, Lord God of Sabaoth) in the Common Service is attributed to J. S. Bach.

Renditions of "St. Matthew's Passion" or "St. John's Passion" or "Mass in B Minor" are certainly in place by our Lutheran choirs during this Lenten season.

* (The tune Meinhold from Bach appears twice in the Augustana hymnal. Ed.)

Learning Together

By HELEN GREGG GREEN

National Kindergarten Association

A BRIGHT-EYED boy in his teens was riding with his mother on a city bus.

"Mom, the teacher showed us how to introduce people today. If you would like me to tell you what she said, I will."

The mother expressed her desire to hear and the lad explained the procedure.

"I'm glad you're learning those things, Tom." The mother's voice was gentle, and she added, "I never had the chance after we lost my dad."

All Can Be Helped

"But you're still young, Mom, and pretty, too! We can learn together." The boy's eyes said more than his words.

Parents who "never had the chance" are not the only ones who can learn from their youngsters. You see, our children are instructed in school by teachers who have spent much time studying, thinking, and applying themselves to ways and means of helping their pupils to grow into mature men and women who can face up to life and its complexities.

While it is natural for the youngest generation to be a bit on the know-it-all side, we should remember there *are* many ways they can help Mom and Dad—even though they may be college trained and leaders in their communities—to acquire worth-while new interests and hobbies. Grandparents, too, can gain enjoyment from new lines of study.

"Dig This"

Ted's grandmother walked with a graceful carriage and had a talent for becoming colors, which she displayed in her dress. "You look lovely," Ted said to her one day, "and young! But, oh, Grandma, darling, your vocabulary! You still use those old-fashioned words like 'skidoo' and 'dearie'!"

The grandmother, I am told, laughed and tweaked Ted's ear. "That's the last of those words, Ted," she said. "I shall bring my vocabulary forward to date!"

Then there was Myra, who had been a schoolteacher before marriage, but she had let home responsibilities take all her time and thought. No longer was Myra

interested and well-informed. One day her alert Joan surprised her with, "Mom, you should read our current events paper. When I mention some of the places and currencies about which we learn at school you act as if you've never heard of them!"

After that Joan brought the paper home from school and the family discussed its contents. Myra acquired a public-library card and brought home worth-while books for the family to read. Later, she gave book reviews at her club.

Then there was Kathy Stone, who failed to take an interest even at P.T.A. or community affairs. But her up-and-coming sons were interested in everything—especially in Mother Nature. They asked

their parents dozens of questions about birds and animals—particularly about birds, which they loved. Finally, the father, a busy executive, suggested to his wife, "Hon, you and I had better brush up on nature study, if we're to have any peace."

Reluctantly, the mother subscribed to the National Geographic Magazine and began spending some time at the museums and public library. It was not long before she was truly nature-loving. She even took to writing nature stories for children. She frequently gives talks on the subject, too, at P.T.A. meetings.

So, we see, that while our boys and girls can, of course, learn from us, we can learn from them.

Prayers

"Stab my spirit broad awake."—ROBERT LOUIS STEVENSON

"God, let me be aware."—MIRIAM TEICHNER

"Stir me, O stir me, Lord; I care not how, but *stir* me."—BESSIE
PORTER HEAD

"Create in me a clean heart, O God; and renew a right spirit within me."—Ps. 51

An Adventure in Friendliness

By FLORENCE DUNCAN LONG

THE BOYS and girls in our Junior Department and in our Junior Church were surprisingly faithful in attendance and co-operation. No doubt this was due, in some measure at least, to the fact that our program was pupil-centered, and they were given many opportunities for leadership.

They delighted in bringing special birthday offerings, and our fund grew rapidly. We decided to do something "nice" for someone whom we could know as a real person and not only as a name.

Grandma Brown

We knew of a dear old Christian lady, intelligent and refined, who because of age and ill fortune was living in the County Infirmary. She was sick and lonely. So we adopted her as our special project. We referred to her as "Grandma Brown," and the children became increasingly enthused and interested in her.

We wanted to remember her on her birthday, and the boys and girls were asked to suggest what we should buy for her. They thought she would like a shawl and a nightgown, and we thought

that grown-ups could not have been more practical!

One of our teachers accompanied a group of children to select the gifts. On the Sunday afternoon nearest her birthday, a little "committee" went to the institution to present the gifts. The next week they reported to the Junior Department.

As the children heard how pleased and grateful Grandma was, they fairly glowed. At Christmas time we again had a sizeable amount in our birthday fund. This time the children suggested that we buy a radio to cheer her during those long, lonely hours.

Far-Reaching Opportunity

One of our young men teachers was employed in a wholesale radio concern, so he was able to get us a well-known brand table model at a reasonable price. It was brought to the Junior Department for display, and the children were delighted. Again a little group of children was taken to visit Grandma Brown and present the radio.

Some time later she was given a small pension and thus enabled to leave the Infirmary and live in

ivate home. The little radio
ent with her, and she enjoyed it
til she went to live in "the
tther's house of many mansions,"
ne city not made with hands."

Those Junior boys and girls are
own now. One of them is a
nister with a church of his own.
ave no doubt that many of them
member this adventure in friend-

liness with pleasure and satisfac-
tion. Perhaps the memory of it has
inspired some of them to explore
further the paths of kindness and
service to others of God's children
who need a helping hand.

What a wonderful, far-reaching
opportunity parents and Church
school leaders are given to direct
children in the art of friendliness!



Finding Blessings

By ELLEN BROWN

A Quiet Game to Play in Sunday School

HAVE each boy and girl cut out a picture from a magazine of something that he is especially thankful for and bring it to Sunday school with him.

The leader should have extras. If he visits absent members or telephones he can tell them to bring a picture next Sunday.

The leader has all the boys and girls give their pictures to him. He hides them in the room and lets the boys and girls find them. He explains that we sometimes overlook our greatest blessings and this is a way to find them.

If this is not suitable to his room or teaching conditions, he shuffles

them in a box face down. Each child now takes a picture from the box.

He has found a blessing in the box or room.

Each person holds the picture he has found before the class. Let the one who brought it tell why it is a blessing to him.

Does the person who found the picture have this blessing too? Yes. Each child will find almost every picture in the box is a blessing he shares too. The reasons the children are thankful should give new light on the blessings of both. Blessings may be tacked on bulletin board after the game or pasted on a strip of shelf paper and hung on the wall.

